

THE DETERMINANTS OF JOB SATISFACTION AMONG TEACHERS IN VIETNAM

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ABSTRACT

This study investigates the determinants of teachers' job satisfaction in Lam Dong Province, Vietnam. It also provides comprehensive insights on teachers' motives in joining the teaching career. Furthermore, the study examines the relationship between job satisfaction and variables of career motives and demographic background. The approaches employed for this study were survey questionnaire, in-depth interviews, group discussions and observations. These combined methods are expected to produce more convincing and efficient results as they are suitable in assessing a large number of respondents, testing and developing hypotheses, gaining comprehensive understanding and providing a rich description of emergent concepts. The findings generally supported the replication of Herzberg's theory in Vietnam's educational setting. They showed that satisfiers of teaching career overwhelmingly were phenomena intrinsic to teaching task. Dissatisfiers, on the other hand, were those extrinsic to the teaching core and beyond the ability of teachers. The study also found that job security and teachers' status were the most influential reasons affecting teachers' decision in entering the teaching profession while financial considerations and other extrinsic reasons played smaller roles. The research findings provide an analytical framework for policy makers in Vietnam to create appropriate policies for the benefit of teachers, students and the educational system. Furthermore, understanding teachers' motives in joining the profession and observing what they are experiencing can help those who are interested in the teaching career to have a deeper understanding before making their decision.